Welcome to ADS 730 Research Methods in Addiction. My name is Mary Rogers and I will be your instructor this semester. Before we get into the details of the class I want to share important information about this course. This course is not easy—you will be required to be actively engaged each week of the course—if you miss a week in class we miss what you might have provided to all of us in the learning process. Please Note: it is your responsibility to drop the course if necessary. You are an adult learner and have full responsibility and many choices/options for your learning in higher education. Please make the most of it.

Course Description
This course is an introductory course in research methodology and design, which teaches the student the basic and applied addiction research methods, program evaluation/skills necessary in both a clinical setting as well as the more traditional research setting. This course was designed for graduate students in their first research methods course in the social, behavioral and health sciences field. The course is intended to provide an introduction to the important topics in the general area of research methods and to do so in a non-intimidating and informative way.

Required Textbook

Students may wish to consider options other than purchasing through the book store: https://www.amazon.com/Exploring-Research-Books-Carte-9th/dp/0134238419
http://www.mypearsonstore.com/bookstore/exploring-research-books-a-la-carte-9780134238418
https://www.vitalsource.com/products/exploring-research-neil-j-salkind-v9780134416588?duration=180&utm_source=google&utm_medium=cpc&utm_campaign=shopping&gclid=EAIaIQobChMlcQyQoJZ423QIVkJV9ecBwE

Additional materials will be provided to the students throughout the semester and posted in the Course Content.
Technology Requirements
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook document http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx in the Getting Started widget on the course homepage. Students must have the ability to submit papers in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS), as the instructor will use the GradeMark feature of Turnitin to provide feedback.

Getting Started
First, you will need to access the course in Desire2Learn (D2L). This can be done via the USD student portal, http://my.usd.edu, or directly via https://d2l.sdbor.edu. The course should be listed in under “My Courses.” NOTE: you will not be able to access the course until the official start date.

Next, you should familiarize yourself with the CDE Online Orientation, which can be found in the Getting Started widget on the course homepage. It contains important information on accessing USD’s resources online. Once in the course, you should do the following: read through the items in the Getting Started section on the top, left-hand side of the course homepage; and familiarize yourself with the various tools that will be used throughout the semester:

- **Content:** where all course materials reside
- **Assessments:** where you will access your Grades and the Dropbox (to submit papers)
- **Communications:** where you will access the weekly Discussions
- **Resources:** where you will find the Class list (which you can use to contact me), the FAQ, etc.
- **Course Mail:** this is located at the very top, right-hand side of the course and will be used for all official correspondence in the course; when you have unread Course Mail a red badge will appear on the email icon.

Netiquette Expectations
Netiquette expectations are found page 6 of the Online Student Handbook http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx

Course Objectives/Outcomes/Assessments:

<table>
<thead>
<tr>
<th>Objectives/Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the importance of research and the opportunities and difficulties in conducting research in the addiction counseling profession</td>
<td>Weekly assignments, discussions, chapter exercises, journal article critiques, literature review</td>
</tr>
<tr>
<td>Identify and define research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research</td>
<td>Weekly assignments, discussions, chapter exercises, literature review</td>
</tr>
<tr>
<td>Explore and practice the use of technology and statistical methods in conduct of addiction studies research; develop, compile and write relevant literature reviews for proposals</td>
<td>Weekly assignments, literature review, chapter exercises, data analysis</td>
</tr>
<tr>
<td>Design and plan strategies for data use; develop data collection instruments (surveys, focus groups, interviews, and needs assessments)</td>
<td>Weekly assignments, chapter exercises, data analysis and interpretation exercises</td>
</tr>
<tr>
<td>Demonstrate use of research to improve addiction counseling effectiveness</td>
<td>Literature review, journal article critiques, discussions</td>
</tr>
<tr>
<td>Describe and summarize ethical and legal considerations for conduct of research and evaluations</td>
<td>Weekly assignments, chapter exercises, journal article critiques, federal human subjects certification</td>
</tr>
</tbody>
</table>
Instructional Methods
The format of the course will consist of lectures, class discussions, case studies, multimedia presentations, assignments, online research/literature review. Detailed information for each of the course requirements is provided each week under Course Content.

Course Requirements
The student will be assessed in this class according to the following:
- Contributions to weekly online discussions
- Involvement in class activities
- Successful completion of assignments (content and submitted on time)
- Attendance (you must be in class each week)

Text Readings/Exercises (100 points possible)
Each week students will have a series of exercises and brief summary statements related to the assigned readings to complete. A detailed overview of the exercises is provided in the course module for each week.

Case Studies (100 points possible)
Four case studies must be reviewed and you will provide written commentaries. Detailed information and a template for each review will be provided in the course module.

Literature Review (100 points possible)
As part of this course the student will prepare a literature review that demonstrates competency in review and organization of current literature related to the topic of interest that you have selected. Detailed information and a template for the literature review will be provided in the course module.

Weekly Discussion Posts (100 points possible)
Each student is required to respond to the question posted by the instructor each week. Questions will be selected based on the assigned readings. Each week the instructor will take on a different role in the discussion; however, I will typically provide the question, direction and redirection as necessary. My expectation is that the group will lead and direct, sharing and supporting each other in scholarly and lively discussions. It is imperative that you have read the material prior to the discussions each week.

Grading Criteria

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (10 @ 10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Text Readings/Exercises (10 @10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Case Study (4 @ 25 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Literature Review (1)</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>350-400</td>
</tr>
<tr>
<td>B</td>
<td>300-349</td>
</tr>
<tr>
<td>C</td>
<td>250-299</td>
</tr>
<tr>
<td>D</td>
<td>200-249</td>
</tr>
<tr>
<td>F</td>
<td>Less than 199</td>
</tr>
</tbody>
</table>
## Discussion Evaluation Rubric: A Guide to Grading Your Class Participation

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 10     | - Actively supports, engages and listens to other students  
        - Comes to class fully prepared  
        - Plays an active role in discussions  
        - Comments almost always or consistently advance to the level and depth of the dialogue  
        - Level of discussions are almost always or consistently better because of student’s presence |
| 7-9    | - Makes a sincere effort to interact with other students  
        - Comes to class fully prepared at almost every session  
        - Participates constructively in discussions  
        - Makes relevant comments based on the assigned material  
        - Level of discussions are occasionally better (never worse) because of the student’s presence |
| 5-6    | - Limited interaction with other students  
        - Preparation and level of participation are consistent  
        - When prepared, participates constructively in discussions and makes relevant comments  
        - Level of discussions are not likely affected by the student’s presence |
| 0-4    | - Virtually no interaction with other students  
        - Rarely participates  
        - Comments are generally vague or drawn from outside the assigned material  
        - Demonstrates a lack of interest (consistently)  
        - Level of discussions are likely negatively impacted by the lack of student’s presence |

### University and Course Policies

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

**Attendance**
Attendance in this class is an ADS Departmental Policy. Attendance is required and preparation is a crucial component to the learning that will take place in this online class. Grades will be affected by absences.

**Retake Policy**
If a critical circumstance causes you to miss more than **30% of the class** you may need to retake the class. This will be an ADS Department decision. Students are responsible for any material that is missed due to absences from class.

**USD Excused Absence Policy**
When necessary, make-up of course requirements missed because of student participation in University sanctioned events and activities (i.e. intercollegiate sporting events for team members and band members; required field trips including ROTC field experiences; concerts and associated travel for USD orchestra and similar groups; participation in certain student government activities such as Board of Regents meetings) shall be worked out between the instructor and the student upon the student’s timely initiative. For a University related event, a student must contact his/her instructor at least two days prior to the absence and provide documentation from the sponsoring unit indicating the dates that the student will be absent from
class. To the extent possible, students should notify the instructor during the first week of the semester of possible missed dates. Instructors are required to allow for such make-up in a timely manner when a student is absent because of participation in events approved by the Vice-President for Academic Affairs. An instructor may have special attendance/requirement policies for particular classes, whenever those policies are not in conflict with the student’s right to makeup missed requirements as described above.

Veterans/Active Military
If you are a veteran or active in the military please contact me to discuss any military responsibilities or concerns that need to be coordinated with your academic responsibilities.

- On Campus Resources
- USD Veteran’s Club vetsclub@usd.edu
- Student Veterans Services Office: Teresa Hays/ 605-677-5339/ Teresa.hays@usd.edu

USD Student Counseling Center, scc@usd.edu, 605-677-5777 is available to all enrolled students in need of support services.

Due Dates
In critical situations, or those based on USD’s Excused Absence Policy, students will be allowed to hand in late assignments.

Academic Integrity
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Etiquette in the Classroom
Students will be respectful and courteous to other persons even if the discussion should become intense. Learning occurs when we learn to see each other as sources of information and realize that we are all fallible, including your instructor. Feedback is to be constructive. No disparaging or demeaning feedback is allowed.
Disability Accommodation
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu